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ABSTRACT

An national evaluation is being conducted to determine the effectiveness of career academies, an important feature of the school-to-work initiative. The evaluation looks at three characteristics of career academies: their school-within-a-school organization, their combined academic and occupational curriculum, and their employer partnerships. Answers to two questions are being sought: (1) how do career academies work, and how do they shape students' education and career preparation? and (2) to what extent do career academies change students school- and career-related outcomes beyond what they would have achieved anyway had they not participated in a career academy? The evaluation uses a random assignment research design to compare the students who participate in an academy and their peers who do not. Ten sites are participating in the study. Preliminary findings include the following: (1) all 10 sites implemented and sustained the three characteristics of career academics; (2) the academy model can be implemented in a variety of settings; (3) a diverse population of students is enrolled; (4) the academies have substantial enrollment and retention rates; and (5) teachers at academies are more likely to collaborate with their peers and to develop personal relationships with their students. (Descriptions of each of the 10 sites are included in this report.) (KC)

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ED 411 429

Career Academies

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U.S. Department of Education
Office of Vocational and Adult Education
Division of Vocational-Technical Education
April 1997

CE074750

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Office of Vocational and Adult Education
Division of Vocational-Technical Education
Fact Sheet

MDRC'S CAREER ACADEMIES EVALUATION

What Are Career Academies?

Career Academies are a promising approach to educational reform and an important feature of the school-to-work initiative. This evaluation looks at three characteristics of Career Academies: their school-within-a-school organization, their combined academic/occupational curriculum, and their employer partnerships.

Who Is Conducting the Evaluation?

The Manpower Demonstration Research Corporation (MDRC), a nonprofit social policy research organization, is evaluating the effectiveness of Career Academies.

Who Is Funding the Evaluation?

A consortium of 16 funding agencies, including the U.S. Department of Education and the U.S. Department of Labor, is funding this Career Academies Evaluation.

What Is the Career Academies Evaluation Design?

The Career Academies Evaluation will answer these questions: (1) How do Career Academies work, and how do they shape students' education and career preparation? and (2) To what extent do the Career Academies change students' school-and career-related outcomes beyond what they would have achieved anyway had they not had the opportunity to participate in an Academy? The evaluation uses a random assignment research design to compare the students who participate in an Academy and their peers who do not.

What Sites Are Participating in the Evaluation?

Global Business Academy, Santa Ana, California (urban site)

Electronics Academy, Independence High School, San Jose, California

Electronics Academy, Silver Creek High School, San Jose, California

Watsonville Video Academy, Watsonville, California (rural site)

Public Service Academy, Washington, D.C. (urban site)

What Sites Are Participating in the Evaluation?, continued

Academy for Aerospace Technology, Cocoa, Florida

Academy of Travel and Tourism, Miami Beach, Florida

Academy of Finance, Baltimore, Maryland (urban site)

Business and Finance Academy, Pittsburgh, Pennsylvania (urban site)

Health Professions Academy, Socorro (El Paso), Texas

What Are the Preliminary Findings?

1. Successful implementation All ten sites implemented and sustained the three key structural elements of the Academy model: a school-within-a-school, a curriculum that integrates academic and vocational courses around a career theme, and partnerships with employers.

2. Flexibility The Academy model can be implemented in a variety of settings, including urban and rural schools.

3. Diverse students The Academy model has a broad appeal both to students who are at-risk of dropping out and to students who do well in school.

4. High participation The Academies have substantial enrollment and retention rates.

5. Teacher engagement Career Academy teachers have more opportunities to collaborate with each other, are more likely to see their workplace as a learning community, and are more likely to develop personal relationships with their students.

What Information Is Available?

The first publication, ***Career Academies: Early Implementation Lessons from a 10-Site Evaluation*** (July 1996), is now available. The following 10 program descriptions draw from the information presented in that publication. Additional information is available from the authors, James J. Kemple and JoAnn Leah Rock at MDRC, Three Park Avenue, New York, New York 10016, (202) 532-3200.

For Additional Information:

U.S. Department of Education
Office of Vocational and Adult Education
Washington, D.C. 20202-7241
202-205-5440
http://www.ed.gov/offices/OVAE

■ Global Business Academy, Santa Ana, California ■

Type of School Career Academy located in a public school district

Type of Location Urban

Key Features

- **Career Academy** participating in Manpower Demonstration Research Corporation's evaluation of 10 sites (Source: Kemple, James J. and JoAnn Leah Rock. July 1996. ***Career Academies: Early Implementation Lessons from a 10-Site Evaluation***. New York, NY: MDRC).

- **School-within-a-school organization**: clusters of students who share several classes each day and have some of the same teachers from year to year; clusters of teachers from academic and vocational disciplines who are scheduled to have mostly Academy students in their classes, who make a commitment to meeting with each other on a regular basis, and who share in the decision-making related to administrative policies, curriculum content, and instruction; a teacher or director who assumes lead responsibility for administrative tasks and usually serves as a liaison to the school principal and other building administrators, school district officials, and employer partners.

- **Combined academic/occupational curriculum**: academic courses that meet high school graduation and college entrance requirements, and occupation-related courses that focus on the career theme; shared planning time for Academy teachers to coordinate course content and instructional strategies; employability skills that are taught in the vocational courses and in one or more academic courses; work-based learning opportunities for students that link classroom activities to work internships with local employer partners; college and career counseling to inform students about options and planning for further education and employment.

- **Employer partnerships**: an advisory group that includes representatives from the employer community, the Career Academy, and the school district; a coordinator who serves as the liaison among employers, the Career Academy, and the school district; an internship program that combines school-and work-based supervision and learning; financial or in-kind support from employers.

Selected Characteristics and Accomplishments

- Academy network and school year Academy started: California Partnership Academy, 1991-92

- Per pupil expenditure (school district): $4,404.00
- Student/teacher ratio (school district): 24.9
- Minority students -- school district (%): 91.9%
- All persons living below the poverty line -- school district (%): 18.6%
- Grade levels of Career Academy students: 10-12
- Number of students enrolled in Career Academy: 152
- Project-based approach to integrating academic and vocational curricula:

  Vertical integration of academic and vocational curricula through three classes: computer systems, computer accounting, and economics

  Academic and vocational teachers use cross-disciplinary projects

Contact

- Global Business Academy
- Sheldon Eskow
- Valley High School
- Santa Ana Unified School District
- 1801 Greenville Street
- Santa Ana, California 92704
- (714) 241-6410

■ Electronics Academy (I), San Jose, California ■

Type of School Career Academy located in a public school district

Type of Location District includes students in non-urban areas

Key Features

- **Career Academy** participating in Manpower Demonstration Research Corporation's evaluation of 10 sites (Source: Kemple, James J. and JoAnn Leah Rock. July 1996.***Career Academies: Early Implementation Lessons from a 10-Site Evaluation***. New York, NY: MDRC.).

- **School-within-a-school organization**: clusters of students who share several classes each day and have some of the same teachers from year to year; clusters of teachers from academic and vocational disciplines who are scheduled to have mostly Academy students in their classes, who make a commitment to meeting with each other on a regular basis, and who share in the decision-making related to administrative policies, curriculum content, and instruction; a teacher or director who assumes lead responsibility for administrative tasks and usually serves as a liaison to the school principal and other building administrators, school district officials, and employer partners.

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- **Employer partnerships**: an advisory group that includes representatives from the employer community, the Career Academy, and the school district; a coordinator who serves as the liaison among employers, the Career Academy, and the school district; an internship program that combines school-and work-based supervision and learning; financial or in-kind support from employers.

Selected Characteristics and Accomplishments

- Academy network and school year Academy started: California Partnership Academy, 1984-85

- Per pupil expenditure (school district): $5,209.00
- Student/teacher ratio (school district): 23.4
- Minority students -- school district (%): 73%
- All persons living below the poverty line -- school district (%): 9.7%
- Grade levels of Career Academy students: 10-12
- Number of students enrolled in Career Academy: 105
- Features of the school-within-a-school organization:

  Independence High School was the 12th largest school in the U.S. in 1994-95

  Career Academy is physically located in a quadrangle of one story buildings

  Students begin arriving at 6:30 a.m. to get extra help, and work on special projects

  Teachers meet twice a week to plan

  Employers speak at assemblies about pathways to well-paying jobs and provide summer employment to 11th graders

  State, school district, and private contributions fund the Academy

Contact

- Electronics Academy
- Rosi Hollinbeck
- Independence High School
- East Side Union High School District
- 1776 Educational Park Drive
- San Jose, California 95133
- (408) 729-3911

■ Electronics Academy (SC), San Jose, California ■

Type of School Career Academy located in a public school district

Type of Location District includes students in non-urban areas

Key Features

- **Career Academy** participating in Manpower Demonstration Research Corporation's evaluation of 10 sites (Source: Kemple, James J. and JoAnn Leah Rock. July 1996.***Career Academies: Early Implementation Lessons from a 10-Site Evaluation***. New York, NY: MDRC.).

- **School-within-a-school organization**: clusters of students who share several classes each day and have some of the same teachers from year to year; clusters of teachers from academic and vocational disciplines who are scheduled to have mostly Academy students in their classes, who make a commitment to meeting with each other on a regular basis, and who share in the decision-making related to administrative policies, curriculum content, and instruction; a teacher or director who assumes lead responsibility for administrative tasks and usually serves as a liaison to the school principal and other building administrators, school district officials, and employer partners.

- **Combined academic/occupational curriculum**: academic courses that meet high school graduation and college entrance requirements, and occupation-related courses that focus on the career theme; shared planning time for Academy teachers to coordinate course content and instructional strategies; employability skills that are taught in the vocational courses and in one or more academic courses; work-based learning opportunities for students that link classroom activities to work internships with local employer partners; college and career counseling to inform students about options and planning for further education and employment.

- **Employer partnerships**: an advisory group that includes representatives from the employer community, the Career Academy, and the school district; a coordinator who serves as the liaison among employers, the Career Academy, and the school district; an internship program that combines school-and work-based supervision and learning; financial or in-kind support from employers.

Selected Characteristics and Accomplishments

- Academy network and school year Academy started: California Partnership Academy, 1984-85

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- Per pupil expenditure (school district): $5,209.00
- Student/teacher ratio (school district): 23.4
- Minority students -- school district (%): 73%
- All persons living below the poverty line -- school district (%): 9.7%
- Grade levels of Career Academy students: 10-12
- Number of students enrolled in Career Academy: 96
- Coordinating employer involvement for three academies:

  15 major Silicon Valley companies support the three academies in the school district including: Applied Motors, Hewlett-Packard, IBM, Lockheed, Siemens, Siera Semi-Conductor, and Xerox

  Business representatives serve on the Operating Committee which is responsible for curriculum development, special events, identifying new committee members, etc.

  The business role in the academies also includes: funding the employer coordinator position, funding Academy activities, contributing hardware and software, making presentations, guiding students on field trips, serving as mentors, and providing summer jobs. Employers speak at assemblies about pathways to well-paying jobs and provide summer employment to 11th graders

  In accordance with the California Partnership Academy funding rules, local employers are required to match the state's funding either directly or through in-kind donations.

  Integrated Math Program incorporates a variety of real-life problem-solving situations from business and technology to teach mathematical concepts and skills

Contact

- Electronics Academy
- Bob Ocano
- Silver Creek High School
- East Side Union High School District
- 3434 Silver Creek Road
- San Jose, California 95121
- (408) 274-1700

■ Watsonville Video Academy, Watsonville, California ■

Type of School Career Academy located in a public school district

Type of Location Rural, agricultural region

Key Features

- **Career Academy** participating in Manpower Demonstration Research Corporation's evaluation of 10 sites (Source: Kemple, James J. and JoAnn Leah Rock. July 1996.Career **Academies: Early Implementation Lessons from a 10-Site Evaluation**. New York, NY: MDRC.).

- **School-within-a-school organization**: clusters of students who share several classes each day and have some of the same teachers from year to year; clusters of teachers from academic and vocational disciplines who are scheduled to have mostly Academy students in their classes, who make a commitment to meeting with each other on a regular basis, and who share in the decision-making related to administrative policies, curriculum content, and instruction; a teacher or director who assumes lead responsibility for administrative tasks and usually serves as a liaison to the school principal and other building administrators, school district officials, and employer partners.

- **Combined academic/occupational curriculum**: academic courses that meet high school graduation and college entrance requirements, and occupation-related courses that focus on the career theme; shared planning time for Academy teachers to coordinate course content and instructional strategies; employability skills that are taught in the vocational courses and in one or more academic courses; work-based learning opportunities for students that link classroom activities to work internships with local employer partners; college and career counseling to inform students about options and planning for further education and employment.

- **Employer partnerships**: an advisory group that includes representatives from the employer community, the Career Academy, and the school district; a coordinator who serves as the liaison among employers, the Career Academy, and the school district; an internship program that combines school-and work-based supervision and learning; financial or in-kind support from employers.

Selected Characteristics and Accomplishments

- Academy network and school year Academy started: California Partnership Academy, 1991-92

- Per pupil expenditure (school district): $5,586.00
- Student/teacher ratio (school district): 22.8
- Minority students -- school district (%): 63.8%
- All persons living below the poverty line -- school district (%): 11.1%
- Grade levels of Career Academy students: 10-12
- Number of students enrolled in Career Academy: 130
- Using the school and community as a workplace

  Partners include state, city, school district, County Regional Occupational Program, and the business community (Chamber of Commerce)

  Small businesses are especially active in supporting the Academy

  Academy produces the school television news program

  Academy produces the high school's monthly newspaper

  Academy produces public service videos

Contact

- Watsonville Video Academy
- John Burdick
- Watsonville High School
- Pajaro Valley Unified School District
- 250 E. Beach Street, Room 127
- Watsonville, California 95076
- (408) 724-1151

■ Public Service Academy, Washington, D.C. ■

Type of School Career Academy located in a public school district

Type of Location Urban

Key Features

- **Career Academy** participating in Manpower Demonstration Research Corporation's evaluation of 10 sites (Source: Kemple, James J. and JoAnn Leah Rock. July 1996.**Career Academies: Early Implementation Lessons from a 10-Site Evaluation**. New York, NY: MDRC.).

- **School-within-a-school organization**: clusters of students who share several classes each day and have some of the same teachers from year to year; clusters of teachers from academic and vocational disciplines who are scheduled to have mostly Academy students in their classes, who make a commitment to meeting with each other on a regular basis, and who share in the decision-making related to administrative policies, curriculum content, and instruction; a teacher or director who assumes lead responsibility for administrative tasks and usually serves as a liaison to the school principal and other building administrators, school district officials, and employer partners.

- **Combined academic/occupational curriculum**: academic courses that meet high school graduation and college entrance requirements, and occupation-related courses that focus on the career theme; shared planning time for Academy teachers to coordinate course content and instructional strategies; employability skills that are taught in the vocational courses and in one or more academic courses; work-based learning opportunities for students that link classroom activities to work internships with local employer partners; college and career counseling to inform students about options and planning for further education and employment.

- **Employer partnerships**: an advisory group that includes representatives from the employer community, the Career Academy, and the school district; a coordinator who serves as the liaison among employers, the Career Academy, and the school district; an internship program that combines school-and work-based supervision and learning; financial or in-kind support from employers.

Selected Characteristics and Accomplishments

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- Academy network and school year Academy started: D.C. Public Schools Academy Network, 1989-90
- Per pupil expenditure (school district): $7,214.00
- Student/teacher ratio (school district): 16.6
- Minority students -- school district (%): 96.3%
- All persons living below the poverty line -- school district (%): 15.9%
- Grade levels of Career Academy students: 10-12
- Number of students enrolled in Career Academy: 124
- Student recruitment and selection strategies:

  Executives on loan from federal agencies help manage the program and play key roles in the recruitment process

  Academy staff make presentations at recruitment assemblies for 9th graders

  Uses nation's capital as a learning laboratory:

  10th grade career awareness field trips

  11th grade job shadowing

  12th grade paid internships

  Uses public service projects to engage students

Contact

- Public Service Academy
- Lisa Savoy
- Anacostia High School
- District of Columbia Public Schools
- 16th and R Streets, SE
- Washington, D.C. 20020
- (202) 645-0535

■ Academy for Aerospace Technology, Cocoa, Florida ■

Type of School Career Academy located in a public school district

Type of Location District includes students in non-urban areas

Key Features

- **Career Academy** participating in Manpower Demonstration Research Corporation's evaluation of 10 sites (Source: Kemple, James J. and JoAnn Leah Rock. July 1996.**Career Academies: Early Implementation Lessons from a 10-Site Evaluation**. New York, NY: MDRC.).

- **School-within-a-school organization**: clusters of students who share several classes each day and have some of the same teachers from year to year; clusters of teachers from academic and vocational disciplines who are scheduled to have mostly Academy students in their classes, who make a commitment to meeting with each other on a regular basis, and who share in the decision-making related to administrative policies, curriculum content, and instruction; a teacher or director who assumes lead responsibility for administrative tasks and usually serves as a liaison to the school principal and other building administrators, school district officials, and employer partners.

- **Combined academic/occupational curriculum**: academic courses that meet high school graduation and college entrance requirements, and occupation-related courses that focus on the career theme; shared planning time for Academy teachers to coordinate course content and instructional strategies; employability skills that are taught in the vocational courses and in one or more academic courses; work-based learning opportunities for students that link classroom activities to work internships with local employer partners; college and career counseling to inform students about options and planning for further education and employment.

- **Employer partnerships**: an advisory group that includes representatives from the employer community, the Career Academy, and the school district; a coordinator who serves as the liaison among employers, the Career Academy, and the school district; an internship program that combines school-and work-based supervision and learning; financial or in-kind support from employers.

Selected Characteristics and Accomplishments

- Academy network and school year Academy started: Florida's Academies for Career Development and Applied Technology, 1993-94

- Per pupil expenditure (school district): $4,947.00
- Student/teacher ratio (school district): 17.7
- Minority students – school district (%): 17.5%
- All persons living below the poverty line – school district (%): 9%
- Grade levels of Career Academy students: 10-12
- Number of students enrolled in Career Academy: 134
- Strategies for integrating academic and vocational education with Virtual Learning Activities :

  Virtual Learning Activities (VLA's) give students problem situations for which they must develop solutions

  Provides a learning environment that breaks down distinctions among individual disciplines, facilitates team teaching and cooperative learning, focuses on problem-solving and critical thinking

  Students use math, science, English, and social studies to solve problems.

  Teachers act as resources and facilitators/consultants.

  Uses authentic assessment tools including portfolios, facilitator observations, peer evaluations, and self-evaluations.

Contact

- Dr. Alexandra Penn
- Academy for Aerospace Technology
- Cocoa High School
- Brevard County Public Schools
- 2000 Tiger Trail
- Cocoa, Florida 32926
- (407) 636-7554

■ Academy of Travel and Tourism, Miami Beach, Florida ■

Type of School Career Academy located in a public school district

Type of Location District includes students in non-urban areas

Key Features

- **Career Academy** participating in Manpower Demonstration Research Corporation's evaluation of 10 sites (Source: Kemple, James J. and JoAnn Leah Rock. July 1996.**Career Academies: Early Implementation Lessons from a 10-Site Evaluation**. New York, NY: MDRC.).

- **School-within-a-school organization**: clusters of students who share several classes each day and have some of the same teachers from year to year; clusters of teachers from academic and vocational disciplines who are scheduled to have mostly Academy students in their classes, who make a commitment to meeting with each other on a regular basis, and who share in the decision-making related to administrative policies, curriculum content, and instruction; a teacher or director who assumes lead responsibility for administrative tasks and usually serves as a liaison to the school principal and other building administrators, school district officials, and employer partners.

- **Combined academic/occupational curriculum**: academic courses that meet high school graduation and college entrance requirements, and occupation-related courses that focus on the career theme; shared planning time for Academy teachers to coordinate course content and instructional strategies; employability skills that are taught in the vocational courses and in one or more academic courses; work-based learning opportunities for students that link classroom activities to work internships with local employer partners; college and career counseling to inform students about options and planning for further education and employment.

- **Employer partnerships**: an advisory group that includes representatives from the employer community, the Career Academy, and the school district; a coordinator who serves as the liaison among employers, the Career Academy, and the school district, an internship program that combines school-and work-based supervision and learning; financial or in-kind support from employers.

Selected Characteristics and Accomplishments

- Academy network and school year Academy started: National Academy Foundation (NAF), 1991-92

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- Per pupil expenditure (school district): $6,159.00
- Student/teacher ratio (school district): 18.2
- Minority students -- school district (%): 80.2%
- All persons living below the poverty line -- school district (%): 17.6%
- Grade levels of Career Academy students: 10-12
- Number of students enrolled in Career Academy: 130
- Student recruitment and selection strategies:

  Business involvement from the American Express Company, Budget Rent-A-Car, Marriott Hotels, and United Airlines

  Academy uses posters, brochures, closed-circuit television reminders (in three languages) to recruit

  Individual interviews

  Teacher recommendations

- Strong curriculum
- Paid internships
- "Familiarization" trips
- Small classes
- Offers a course in "travels destinations geography" developed by NAF

Contact

- Dr. Lupe Diaz
- Academy of Travel and Tourism
- Miami Beach Senior High School
- Dade County Public Schools
- 2231 Prairie Avenue
- Miami Beach, Florida 33139
- (305) 532-4515

■ Academy of Finance, Baltimore, Maryland ■

Type of School Career Academy located in a public school district

Type of Location Urban

Key Features

- **Career Academy** participating in Manpower Demonstration Research Corporation's evaluation of 10 sites (Source: Kemple, James J. and JoAnn Leah Rock. July 1996. **Career Academies: Early Implementation Lessons from a 10-Site Evaluation**. New York, NY: MDRC.).

- **School-within-a-school organization**: clusters of students who share several classes each day and have some of the same teachers from year to year; clusters of teachers from academic and vocational disciplines who are scheduled to have mostly Academy students in their classes, who make a commitment to meeting with each other on a regular basis, and who share in the decision-making related to administrative policies, curriculum content, and instruction; a teacher or director who assumes lead responsibility for administrative tasks and usually serves as a liaison to the school principal and other building administrators, school district officials, and employer partners.

- **Combined academic/occupational curriculum**: academic courses that meet high school graduation and college entrance requirements, and occupation-related courses that focus on the career theme; shared planning time for Academy teachers to coordinate course content and instructional strategies; employability skills that are taught in the vocational courses and in one or more academic courses; work-based learning opportunities for students that link classroom activities to work internships with local employer partners; college and career counseling to inform students about options and planning for further education and employment.

- **Employer partnerships**: an advisory group that includes representatives from the employer community, the Career Academy, and the school district; a coordinator who serves as the liaison among employers, the Career Academy, and the school district; an internship program that combines school-and work-based supervision and learning; financial or in-kind support from employers.

Selected Characteristics and Accomplishments

- Academy network and school year Academy started: National Academy Foundation (NAF), 1987-88

- Per pupil expenditure (school district): $5,119.00
- Student/teacher ratio (school district): 19.2
- Minority students -- school district (%): 81.7%
- All persons living below the poverty line -- school district (%): 21.2%
- Grade levels of Career Academy students: 9-12
- Number of students enrolled in Career Academy: 190
- Employer partners have multiple roles:

  Business advisory group hires and finances program director

  Give input on curriculum development

  Provide summer work internships for teachers

  Provide job shadowing, reverse shadowing, and career exploration activities for students

  Fund equipment, curriculum materials, and special activities like luncheon seminars

  Sponsor summer internships for students at commercial banks, brokerage houses, securities firms, accounting firms, Federal Reserve Bank, and finance-related divisions of major firms

Contact

- Kathy Floyd
- Academy of Finance
- Lake Clifton/Eastern High School
- Baltimore City Public Schools
- 2801 St. Lo Drive
- Baltimore, Maryland 21213
- (410) 467-6307

■ Business and Finance Academy, Pittsburgh, Pennsylvania ■

Type of School Career Academy located in a public school district

Type of Location Urban

Key Features

- **Career Academy** participating in Manpower Demonstration Research Corporation's evaluation of 10 sites (Source: Kemple, James J. and JoAnn Leah Rock. July 1996.**Career Academies: Early Implementation Lessons from a 10-Site Evaluation**. New York, NY: MDRC.).

- **School-within-a-school organization**: clusters of students who share several classes each day and have some of the same teachers from year to year; clusters of teachers from academic and vocational disciplines who are scheduled to have mostly Academy students in their classes, who make a commitment to meeting with each other on a regular basis, and who share in the decision-making related to administrative policies, curriculum content, and instruction; a teacher or director who assumes lead responsibility for administrative tasks and usually serves as a liaison to the school principal and other building administrators, school district officials, and employer partners.

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- **Employer partnerships**: an advisory group that includes representatives from the employer community, the Career Academy, and the school district; a coordinator who serves as the liaison among employers, the Career Academy, and the school district; an internship program that combines school-and work-based supervision and learning; financial or in-kind support from employers.

Selected Characteristics and Accomplishments

- Academy network and school year Academy started: Independent, 1984-85

- Per pupil expenditure (school district): $8,481.00

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- Student/teacher ratio (school district): 15.9
- Minority students -- school district (%): 53.3%
- All persons living below the poverty line -- school district (%): 20.3%
- Grade levels of Career Academy students: 10-12
- Number of students enrolled in Career Academy: 150
- Academy helps low-achieving students make the transition to the Academy:

  Academy has collaborated with the Urban League of Pittsburgh and the Allegheny Conference on Community Development

  Academy designed and operated a summer institute for 9th graders to help students who failed or barely passed 9th grade classes prepare for entrance to the Academy in 10th grade

  Academy uses personalized instruction to help students succeed

Contact

- Business and Finance Academy
- Eunice Anderson
- George Westinghouse High School
- Pittsburgh Public Schools
- 1101 North Murtland Avenue
- Pittsburgh, Pennsylvania 15208
- (412) 665-3940

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■ Health Professions Academy, Socorro (El Paso), Texas ■

Type of School Career Academy located in a public school district

Type of Location District includes students in non-urban areas

Key Features

- **Career Academy** participating in Manpower Demonstration Research Corporation's evaluation of 10 sites (Source: Kemple, James J. and JoAnn Leah Rock. July 1996.**Career Academies: Early Implementation Lessons from a 10-Site Evaluation**. New York, NY: MDRC.).

- **School-within-a-school organization**: clusters of students who share several classes each day and have some of the same teachers from year to year; clusters of teachers from academic and vocational disciplines who are scheduled to have mostly Academy students in their classes, who make a commitment to meeting with each other on a regular basis, and who share in the decision-making related to administrative policies, curriculum content, and instruction; a teacher or director who assumes lead responsibility for administrative tasks and usually serves as a liaison to the school principal and other building administrators, school district officials, and employer partners.

- **Combined academic/occupational curriculum**: academic courses that meet high school graduation and college entrance requirements, and occupation-related courses that focus on broad exposure to the career theme; shared planning time for Academy teachers to coordinate course content and instructional strategies; employability skills that are taught in the vocational courses and in one or more academic courses; work-based learning opportunities for students that link classroom activities to work internships with local employer partners; college and career counseling to inform students about options and planning for further education and employment.

- **Employer partnerships**: an advisory group that includes representatives from the employer community, the Career Academy, parents, students, and the school district; a coordinator who serves as the liaison among employers, the Career Academy, and the school district; job shadowing opportunities and an internship program that combines school-and work-based supervision and learning; financial or in-kind support from employers.

Selected Characteristics and Accomplishments

- Academy network and school year Academy started: Independent, 1991-92

- Per pupil expenditure (school district): $7,214.00
- Student/teacher ratio (school district): 18.8
- Minority students -- school district (%): 90.4%
- All persons living below the poverty line -- school district (%): 26.9%
- Grade levels of Career Academy students: 9-12
- Number of students enrolled in Career Academy: 180
- Socorro High School has a reputation for a wide range of innovative vocational-technical education programs
- Features of the school-within-a-school organization:

  Some classes may include a mix of Academy and non-Academy students

  Teachers and students wear hospital lab coats with Academy emblem to build sense of community

  Teachers meet frequently to plan

  Academy offers health occupations classes, hospital work internships, and job shadowing experiences

  Active Health Occupations Students of America (HOSA) vocational student organization gives students opportunities to practice leadership skills and interact with students sharing similar interests; also brings teachers into contact with peers.

Contact

- Health Professions Academy
- Carl Cooper
- Socorro High School
- Socorro Independent School District
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For Additional Information:

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